

## **Family Indicators of Quality**

*The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration. These Indicators were revised to better reflect a variety of developments. These indicators include the new federal requirements, reference to research-based practice, and Iowa practice of continuous program improvements.*

**The federal program elements are indicated in this manner: [Sec.1235-x]**

Iowa Even Start programs will work to assist participants in improving their lives by offering educational opportunities for low-income families through a unified family literacy program that integrates early childhood education, adult literacy and education, and parenting education.

Families will participate in interactive activities that will: strengthen literacy skills, work toward strengthening connections with other families, the school, and the community, and will gain knowledge about family relationships including parenting.

4 Family Indicators

75-100% 3-4 Indicators - Sufficient Progress

50-75% 2-3 Indicators – Conditional Progress

Below 50% - 2 Indicators is Insufficient Progress

<b>Objective A</b>	<b>Indicator #1</b>	<b>Measure</b>	<b>Data/Evidence</b>
Families will engage in high quality interactive family literacy activities.	Participate regularly and remain in the program a sufficient time to meet their goals. [Sec. 1235-11]	<p>Attendance records &amp; sign-in sheets.</p> <p>Increase in PEP scores for the majority of families on Scale I.</p>	<ul style="list-style-type: none"> <li>• Attendance records kept on site.</li> <li>• Family length in program.</li> <li>• Family logs kept by the family or on site, available for review with family permission.</li> <li>• Number of hours of parenting education offered and participation rates.</li> <li>• PEP Scale II.</li> </ul>

	<b>Indicator #2</b>  Parents will increase their awareness of children's development and participate in age-appropriate early language and literacy activities with their children.	<b>Measure</b>  The family will develop with the staff, a family log, reflection journal or portfolio that shows family development and appropriate participation. Increase in PEP scores for the majority of families.  A majority of children will make progress in elementary school.  A majority of children will have successful attendance rates in elementary school.	<b>Data/Evidence</b>  <ul style="list-style-type: none"> <li>• Transition plan as a part of the family log or transition plan on file at the site.</li> <li>• Progress rates for children in elementary school.</li> <li>• Attendance rates for children in elementary school during or after Even Start.</li> </ul>
	<b>Indicator #3</b>  Families and children will make successful transitions to other programs, and seek to retain and improve their educational outcomes. [Sec. 1235-13]	<b>Measure</b>  Transition plan for child and family.	
<b>Objective B</b>  Families will engage in family literacy activities to strengthen literacy skills.	<b>Indicator #4</b>  Parents will demonstrate increased support for their children's learning in the home environment.	<b>Measure</b>  Parent/Child Book logs; family literacy activities.  Parenting Education Profile – increase in PEP scores for the majority of families on Scale I.  List of participants who obtain library cards for themselves and their children. Family logs may record such things as: Library visits, photographs of families engaged in a variety of literacy activities, portfolio entries that give examples of games, toys, and cards prepared by family members, drawing and writing done by parent/guardian and child together.	<b>Data/Evidence</b>  <ul style="list-style-type: none"> <li>• PEP Scale I</li> <li>• Family logs kept individually.</li> <li>• Number of families with library cards.</li> </ul>